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ABSTRACT

In 1965 the Miller-Unruh Act enabled the Bureau of Elementary and Secondary Education to provide inservice conferences and workshops for specialist teachers to aid in the prevention and correction of reading difficulties for pupils in grades 1, 2, and 3, and to move toward getting the specialist "out of the remedial room and into the classroom." This booklet presents important points made by those invited to participate as main speakers at each of the regional workshops held in California during 1970-71. It also presents ideas on methods and instructional techniques for supplementing reading instruction by specialist teachers who participated as session leaders. Topics for the keynote addresses include: (1) the role of Miller-Unruh specialists in a total reading program, (2) establishing meaningful communication as leadership function, (3) basic learning modes, (4) individualized reading instruction, (5) the use of poetry for reading instruction, (6) stimulating interest in reading through creative dramatics, and (7) positive uses and supplementation of state testing. Specialist teachers' suggestions are grouped under three major headings: identifying and compensating children's needs; developing listening, speaking, writing, and reading skills; and implementing and evaluating Miller-Unruh programs. (HS)

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MILLER
UNRUH

READING WORKSHOP

HIGHLIGHTS

1970 – 1971

CS 000365

WORKSHOP

HIGHLIGHTS

A RÉSUMÉ

OF MILLER-UNRUH
READING WORKSHOPS

1970-1971

COMPILED BY

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FOREWORD

Inservice training for improving the skills of specialist teachers of reading has been a first priority of the Bureau of Elementary and Secondary Education, California State Department of Education. Since the inception of the Miller-Unruh Reading Act of 1965, more emphasis has been placed upon prevention than upon remediation of reading disabilities.

Innovative practices have been presented to teachers and administrators, through the California State Department sponsored inservice training programs as described in this publication. With the current trend, however, toward individually prescribed instruction, the need now is for inservice education provided at the local level. It is to this end that future efforts might be aimed.

Wilson Riles

Superintendent of Public Instruction

PREFACE

The intent of the Miller-Unruh Act of 1965 is to prevent and correct reading difficulties at the earliest possible time in the educational career of the pupil in grades 1, 2, and 3. This act enabled the Bureau of Elementary and Secondary Education to provide inservice conferences and workshops for specialist teachers.

Since the inception of the program, the Bureau of Elementary and Secondary Education, with the cooperation of the school districts and county schools offices, has been offering inservice training for the purpose of:

(1) *clarifying the interpretation of the Miller-Unruh Act and clarifying understanding of the prevention aspects, which should reduce the total number of remedial cases;*
(2) *maintaining and increasing skills and knowledge of teaching reading;*
(3) *increasing understanding of the learning process and how it relates to reading methods;*
(4) *keeping specialist teachers informed of changes in the requirements of the Miller-Unruh Reading Act.*

The cost of these workshops has been met by funds from NDEA Title III B and support from county schools offices, school districts, state colleges.

FOREWORD

universities, and private education firms. The NDEA funds expended for each year have been approximately $4,000 with the exception of 1969-70. For the 1969-70 school year, NDEA funds were not available until April, 1970. Therefore, only $397 of the NDEA funds were expended of the $4,000 allocation for that school year.

A series of six regional inservice workshops were executed in 1970-71. These were held at the University of California, Riverside (September 24, 1970); University of California, Santa Barbara (September 30, 1970); Chico State College (November 6, 1970); Fresno (December 11, 1970); University of California, Los Angeles (January 5, 1971); and San Mateo College (January 27, 1971).

This inservice-training workshop publication presents important points made by those invited to participate as main speakers at each of the regional inservice training workshops. It also presents ideas on methods and instructional techniques for supplementing reading instruction in the classroom by specialist teachers who participated as session leaders.

The 1971-72 school year will introduce inservice conferences for administrators implementing the intent of the Miller-Unruh Act. Elementary principals have indicated that conferences similar to the ones provided for specialist teachers would be helpful in determining the direction that they are to follow with reading programs in the State of California.

These inservice training conferences for principals will provide

(1) brief descriptions of preventative reading programs and the achievement results of such programs;

(2) models of Miller-Unruh reading programs that have met success as measured by teacher evaluation and standardized tests;

(3) details and organizational procedures of highly sophisticated diagnostic and prescriptive reading programs in the state;

(4) information on various ways of evaluating a Miller-Unruh reading program;

(5) current details of changes and current requirements of the Miller-Unruh Act.

Successful prevention and correction of reading difficulties in elementary schools where specialist teachers serve depends on the follow-up by administrators and teachers to inservice training provided by the State Department of Education, Bureau of Elementary and Secondary Education. The specialist teachers, principals, and regular classroom teachers in grades 1, 2, and 3 should join in their efforts for the fullest implementation of the intent of the Miller-Unruh Act. This publication presents descriptions of programs in those school districts that have been most successful with Miller-Unruh programs and who have concentrated on prevention rather than remediation of reading disabilities.

EUGENE GONZALES
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MITCHELL L. VOYDAT
Chief, Bureau of Elementary and Secondary Education

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THE ROLE OF THE MILLER-UNRUH SPECIALIST IN THE TOTAL READING PROGRAM

The intent and purpose of the Miller-Unruh Reading Program is the prevention of reading disability. Inherent in any preventive program is the early and immediate identification of the slightest need for additional educative attention before that need snowballs into a remedial problem. "Get the specialist out of the remedial room and into the classroom" might be an appropriate motto if one's aim is early identification and prevention of reading disability.

Such anticipatory focus requires constant monitoring and improvement of the regular reading program. Most remedial readers are the result of a well meaning but educationally uninformed teacher proceeding in spite of a mounting backlog of unaccomplished learning. Moving to the next learning increment before the current learning has been accomplished is probably the single most important (and preventable) cause of reading disability.

Consequently the role of the specialist which will yield the greatest educational dividend is that of the teammate of the regular teacher in the total reading program within the classroom. This is also the most difficult role of the specialist for it requires far more educational skill than the remediation of students siphoned off from the regular class. Such a productive role involves:

1. *Working with principal and teachers to specify precise objectives in reading which have the properties of importance and accessibility.*
2. *Working in the classroom with teachers to implement these objectives in the daily reading program.*
3. *Designing, demonstrating, observing and analyzing reading lessons to identify the fundamental learning principles which contribute to successful achievement or lack of it. (This is a very different approach from merely demonstrating a technique which the teacher will imitate.)*

4. *Developing evaluation techniques that occur simultaneously with teaching so there is constant monitoring of the learning process. Encouraging the incorporation of these techniques as an inherent property of all classroom instruction is vital.*
5. *Assuming instructional responsibility for those very few students who need assistance beyond a fine classroom reading program.*

This kind of a program calls for an extremely skillful teacher. However, Miller-Unruh reading specialists are demonstrating it can be done.

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TECHNIQUES FOR ESTABLISHING MEANINGFUL COMMUNICATION AS A LEADERSHIP FUNCTION

The process of successful leadership depends, first, on human relationships; second, on the degree of group purpose; and third on the position power of the leader.

If a leadership position is to become practical one must ask, "Leadership for what group, for what purpose, for what time?" To establish meaningful communication on this question requires a variety of relationships and factors including warmth or concern, congruence and empathy.

How can the leader achieve "interpersonal congruence" (the leader's feelings for and ability to "get through" to his group)? How can he tell if he is achieving this? How does the leader get feedback that tells him whether or not what he says has meaning and relevance for his audience?

Careful listening and thoughtful phrasing of questions and explanations are possible ways to achieve interpersonal congruence. "Do you see what I mean?" or "shall we discuss this further tomorrow?" are sample questions the teacher might ask to determine how well communication is being established between teacher and students. These same questions work equally well with adult groups.

In addition to or as a part of the ability to "get through" to the group the leader must have concern for the group members. This ability to be concerned about the individuals in the group is highly important if real communication is to take place. So also is empathy.

Empathy is that ability to "feel with" another person, to see the world through his eyes, to feel what he feels, to think what he thinks and perceive what he perceives. When a person perceives and feels empathy, it sets him free to express himself and communicate more clearly. Empathy improves the *sending* of messages. When another person perceives and feels empathy in someone he becomes more able to listen, or hear, to perceive and to feel empathy with that person.

Empathy improves the receiving of messages and understanding develops. When a mutally emphathic relationship is formed, regardless of the situation, the ability to listen to messages and to send messages is improved. Communication is enhanced and the climate for mutual problem solving becomes greatly increased.

For those persons in leadership roles, satisfactory human relationships including warmth, concern and empathy for others is probably as important as the knowledge of the task to be performed. Certainly if one is unable to communicate his ideas understandingly to his fellow worker, all the knowledge in the world will be of little avail in getting a job done.

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Through Individualized Correction

BASIC LEARNING MODES

Three basic methods are used by children in learning to read. These include the visual, the auditory and the kinesthetic. No one method by itself is best. Only when the child's particular needs are considered can one approach be superior to another. Generally speaking, children should be instructed by the method for which they have the most aptitude for learning.

Following this philosophy, a child with a reading disability of neurological origins would probably learn best by a kinesthetic method.

KEYNOTERS

Because of his disability neither the visual nor auditory approach would be effectual. On the other hand, a child with a hearing loss would have difficulty learning to read by a purely phonic method. For this child a "look and say" approach to reading would not penalize him for his auditory deficiency.

Some children have excellent visual memory but poor auditory memory. Other children may have difficulty making visual association but have superior phonic aptitude. Since it is difficult even for a skilled teacher and diagnostician to determine which method will work best in individual cases, a teacher must be both knowledgeable and flexible. If a child does not respond satisfactorily when one sensory modality is stimulated another should be tried. Sometimes a combination of methods works best. Only by persistance and patience are some children taught to read. The miracle is that most children learn to read so readily and so well!

The following tests may be helpful in identifying a pupil's preferred mode of learning:

1. *Mills Learning Ability Test. The Mills Center, 1512 Broward Blvd. Fort Lauderdale, Florida.*

2. *Wepman Auditory Discrimination Test. Language Research Associates, 950 E. 59th St., Chicago, Illinois*

There are a variety of books available which offer practical suggestions for specific instructional ideas and materials to use in the three learning modes listed. There are also books of games which teachers may use as well as commercially prepared games. Many of these books and materials are available through district and county professional libraries.

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INDIVIDUALIZATION OF READING INSTRUCTION

The key to individualizing instruction is in helping the teacher plan lessons which will vary his responsibilities for directing classroom activities. Of the three types of activities a teacher may plan for students, the self-directed or student-directed activities permit the teacher the greatest freedom. Semi-directed activities take a minimum of teacher time

either preceding or following the student participation. Finally, teacher-direction activities, which should be kept to a minimum, take total teacher attention during the teaching period. When a teacher learns how to schedule and use these various types of classroom activities, his task of individualizing instruction is easier.

A classroom teacher can select lessons from a variety of self-directed or student-directed activities. He can use a record player or a tape recorder in the listening center to establish both skill and motivational programs. He might implement a spelling approach whereby each child has a partner who systematically moves him through a spelling program at his own level and pace. He could use the "games area" of the room for self-directed activities such as playing reinforcement-type games. Finally the teacher can use the library materials for a self-selected reading program. After the children have learned to operate independently in each of these centers, the teacher does not need to spend much time there.

Semi-directed activities include readiness and/or follow-up lessons to the initial lesson. For example, the teacher might participate only in a readiness activity preceding a listening lesson and then free himself from the group to work elsewhere. Semi-directed activities can be used in nearly any learning center in the room, such as writing, reading, listening or skills-development centers. When conducting semi-directed activities, the teacher should spend about one-fifth of the activity time with the students involved in the activity and be free to work with students in other centers for the rest of the activity time.

Teacher-directed activities take total teacher time. They include such projects as directing a reading-thinking lesson, teaching some writing skill, teaching a phonic lesson, or interviewing a student about the book he is reading. While working with the students during these lessons, the teacher should determine the strengths and weaknesses of each student in the class. This information should be the basis for assigning activities to be carried out in the many centers in the room. Too often in the directed reading lesson, for example, there is too much recitation and not enough critical thinking being used. Many students are oppressed with the tyranny of the right answers, and they are unwilling to predict what they are going to read about for fear of making a mistake. The ability to think critically is far more important than the need to indicate any one single correct answer. One technique to use in this type of critical thinking assignment is to give students a choice of answers or help them to realize there is no one right answer.

For the most effective learning, use a combination of directed reading, oral language development and self-directed learning center activities. Individualized instruction in these areas will insure a comprehensive approach to reading and learning.

If the teacher establishes the type of classroom organization described here, he becomes a manipulator of the learner's environment, a diagnostician of his problems, a prescription writer and a classroom manager. This is quite different from the traditional role of the teacher as the source of all information.

■ DR. GEOFFREY SUMMERFIELD

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THE USE OF POETRY FOR READING INSTRUCTION

One might ask, "What has the poet to offer the reading specialist?" Today we will be talking about a particular reading specialist, with a particular group of children, in a particular situation, looking at, sharing, and experiencing a poem together with a good reading specialist. It must be more than a child reading a poem. It must be a memorable experience for the child. To provide motivation for reading, the poem must be a mental experience for the child. A poem must have distinctive clarity, force, passion or vividness; whatever it is that acts to give the poem utterance.

A story is different. The basis of a story or a novel is the narrative. A story contains much that we ourselves may have experienced. But poems are more difficult than stories because they do not have a clear, direct narrative for a framework. A poem is good when it is a vivid representation of a memorable experience. It gives us a sense of identity. Much of our enjoyment in recalling this pleasurable experience is in sharing it with other people. A poem does just this.

Recently there have been a few people who have been writing a vivid, lively sort of poetry for children which is not an insult to their intelligence. This kind of poetry is not derived from the phoney poetic notion of what a poem should be allowed to contain.

What should poems for children contain? Children's poetry should be what is happening to them, on their streets, in their lives. A child's poem should be a very satisfactory celebration of a particular part of his life. Words are attached to things. There is a connection between the words he uses, the things he has observed, and the things he has seen or smelled. A poem should be a direct account of that which one has experienced, not a poor strained, watered down, artificial language version of an experience. A particular quality of a poem for young children is the importance of having a direct connection between things and words. The words must be adequate representations of a vivid, memorable thing. Therefore, unless we match a poem to the teacher and to the child, we will not get very far in making poetry a vivid and memorable thing for either of them.

When the child is being read to, he needs to hear the words read aloud and coming alive from the page as he looks at the words in the book. This vivid aliveness generates a high morale, it is an act of sharing. The adult thus can share his poems with the child and the child can do likewise.

There is no need to be restrictive in the matter of predetermined form, style, or pattern in getting the child started writing poems, especially a child who is just beginning to find the words he needs. See that the students get books to read and to experience. The best poems for a child are those written by the child himself. Present the child with the idea that it is possible to make an interesting representation of how a cat behaves, how rain comes down, what happens right now. The child needs to see that the words in a poem attach themselves to things, to people, to the present, now.

There is no limit to language development possibilities when the teacher shares her poems and the children share their poems with each other. The children can also share their poetry with their peers or with younger children. They can even write poems for the younger children, but they need to listen, observe, and become sensitive to the lives of the smaller children before they attempt this. Poetry reflects life now.

There are inexhaustible resources available which can be used to encourage children to write poems. Children read and write poems when the poems are relevant to their lives. A poem does not turn in upon itself. A poem looks out to the light. The child can reciprocate by bringing into the situation his own needs and feelings. A reading program which includes poetry can be both motivating and vital for children.

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and *Mr. Toad Rides Again* (with Richard K. Allen,
based on *The Wind in the Willows*)

USING CREATIVE DRAMATICS TO STIMULATE CHILDREN'S INTEREST IN READING

Investigation, experimentation, and experience have shown that children can become interested in reading through participation in dramatic activities. We need to perceive why this is so and how we may proceed to work with children in creative dramatics.

KEYNOTERS

Children develop greater interest in reading when they have had work in dramatics because they develop confidence; they have an opportunity to clarify conceptions; they have fun learning; and they experience success. With an improved attitude about reading and a greater valuation of himself, the child can turn to the problem of reading with expectancy and with less fear of failure.

In order to determine how we might work with children in dramatics, we need to reason about the child and the teacher. To be successful, the teacher must provide an atmosphere of freedom with self-discipline, of discovery, of activity, and of receptivity. The child must receive recognition, appreciation, valuation and reward in his work in drama. These can be strong motivating factors.

Is there no "standard" in drama? Does anything go? No! Guidelines must be developed. It is mandatory that everyone understand the idea that is being developed in the play. The demonstration of this idea requires creativity, imagination, concentration, and some skill in dramatic techniques such as pantomine. The teacher becomes a stimulator and a motivator.

Actualization of the idea also requires a clear understanding of dramatic conflict. Something has to happen first in order to be resolved. You can't make a play from a list of "and" connections or events as "A Day in the Life of Joe." There must be causal relationships between points of action. Something must be happening. Meaning in drama comes from the character in action. Therefore, we need to develop characters, goals, descriptions and a scenario or plot outline.

The use of space, music, movement, and simple costuming are each important in developing plays in creative dramatics.

Costuming is probably the most important single help to a child in developing and enjoying his character. Elaborate designs are not necessary. Each teacher can have a costume box or closet. With little encouragement to the children, the costume collection will grow with many contributions from each one. Some children will bring things from their homes.

It should include such basic items as coats, scarves, hats, capes, skirts, parasols, fans and jewelry for instant characterization. These items added to the child's own dress for the day make an exciting costume.

The most vital aspect of the work in creative dramatics, however, relates to the teacher's own willingness to help the children work in creative drama. Since every day doesn't produce a perfect play, we need to be ready to "Fail Big." Sometimes one needs to trace the problem to its solution and begin again. Two sources for some new stimulating ideas and guidance in play acting are Burdette Fitsgerald's *Lets Act The Story* and Joan Hagerty's *Please Can I Play God?* Armed with new information from these sources get ready and try again!

• DR. JOHN S. HELMICK

POSITIVE USES AND SUPPLEMENTATION OF STATE TESTING

A state testing program normally serves a variety of purposes, not all of which can be equally well accomplished with any given procedure. Therefore, some compromises are inevitable. In the Miller-Unruh Program the legislature which mandated the program has certain interests that need to be fulfilled. These include information about the general level of reading performance in the state and the effectiveness of different types of programs as well as the provision of a basis for allocation of funds. The school is primarily interested in information that will lead directly to improvement of student learning, either through curricular changes or specific and differential treatment of individual children. These are, of course, both part of a common desire to provide the best possible education for California, but the legislature and the schools each have a different responsibility in achieving the desired end.

Since a test score is only a summary record of an observed sample of behavior, it possesses no magic in and of itself. It merely tells how a given child performs under a standard set of conditions. Its meaning comes largely from some way of comparing that record of performance with the performance of others under comparable conditions. Consequently, it is necessary for testing conditions to be the same in terms of the test questions asked, the special practice provided and the actual conditions of administration.

These conditions are most important for the uses made of tests at the state or district level. They are not always necessary for the interpretations made by the teacher. Nevertheless, the standardized information they do provide can serve to verify or question the previous judgments (sometimes prejudices) of the teacher about class and individual performance.

To expect that one testing program will provide all the answers and all the information necessary for individual instruction is obviously overly optimistic. Any good reading test at the appropriate level can indicate the general level of reading competence regardless of the specific reading program or method of instruction. More specific information con-

learning types of difficulties or achievement of limited and more detailed objectives can come only from special instruments or procedures. These may be other standardized tests that are judged more appropriate for the local program. However, in most cases they will be locally designed procedures, including systematic teacher observations, that are specially designed for the immediate purpose at hand. If information about student accomplishment and progress obtained for the school's own purposes could be collected and summarized adequately, there would be no need for an externally imposed state testing program.

SPECIALIST TEACHERS' SUGGESTIONS

EVALUATION, IDENTIFICATION AND SELECTION OF CHILDREN

The identification and selection of children is best done through several evaluative procedures. Evaluation plays an important part in the selection of students for any program. The purpose of evaluation is to get information to the people who can use it and do something about it. It plays a part in diagnosing and finding out what needs to be accomplished. Prescription follows diagnostic analysis. Evaluation enables one to determine what is being accomplished, how effective treatment in a specific area is and what still needs to be done.

Test scores give very limited information. There is no way to define a human being with a two-digit number; the most we can get from these scores are some clues. Given a child's background plus test scores, we can find how ready he is to learn certain things.

There is a tendency to overinterpret test scores. We define underachievement by saying if a child is scoring one stanine lower in reading than he is in ability, he is underachieving; therefore, he is a candidate for selection to a special program. Actually this difference in scores may be only a chance happening. The child's total behavior needs to be evaluated.

The trend is to do more with "feedback" programs. We must get judgmental values on the part of teachers regarding a child's classroom performance in addition to his test scores. Scores must be humanized. We do this when we look at the whole child to see how he is performing and what motivates him. Only as we examine and evaluate the various facets of the child's behavior, his attitudes, and his values can we hope to begin to understand him. Then we can move on into an individually prescribed instructional program for him.

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SOME PREVENTIVE ASPECTS OF THE READING PROGRAM IN GRADE ONE

In planning lessons care should be taken to insure that learning tasks match the child's maturity to handle them. Expecting too much too soon of a young child is an important contributor toward school failure. Such symptoms as anxiety, day dreaming, inability to think abstractly, lack of interest and acting out indicate a lack of readiness for the assigned reading task on the part of the young child.

To grow normally and confidently, the child must see himself as capable. We must feel liked, wanted, accepted, able and worthy. A child's beliefs about himself dictate what he can or will learn. His confidence is shattered when the work is too difficult for him.

Many youngsters are "reality bound." For them to learn successfully experiences must be of the firsthand variety. These children must be active learners. They must use all their senses. They need dimensional, real-life materials for the expression of their ideas. Wherever possible, life size realia should be used. Common experiences are needed to develop concepts and understandings.

For many young children the traditional approach to learning is too abstract. For example, pictures are more abstract than a miniature model (or toy). A model or a toy is more abstract than realia or the real object. Counters used in arithmetic are only symbols of something else. A reality bound child may not grasp the meaning intended through the use of such abstract materials as counters instead of real objects. Although he may be able to add and subtract pieces of candy, he may not be able to comprehend the same process when he uses counters.

The child's developmental level in the various learning modalities needs to be determined. Significant learning areas related to reading success are language development, visual-motor coordination and auditory and visual discrimination. Through assessment, the teacher can determine the child's strong learning areas. Then he can implement prescriptive instruction based on these findings and make the necessary modifications as diagnosis continues. A child cannot succeed at a task of a higher level if he has not mastered the pre-requisite preliminary skills. A task analysis is needed to specify learning steps of a manageable size. Once this is known, the teacher may plan lessons following the desirable sequence of learning steps.

Each child should be considered a unique individual with a distinct learning style all his own. When this is recognized, the program should be tailored to the individual child and should emphasize the child's particular strengths rather than his weaknesses.

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SPECIALIST TEACHERS' SUGGESTIONS

THE DIAGNOSIS AND REMEDIATION OF READING PROBLEMS

When diagnosing a reading disability, the teacher must examine the areas where deficits in learning occur. Those factors include experience, auditory receptive language, auditory expressive language, visual receptive language and visual expressive language.

Each of these factors may be broken down into several components, each of which might be causing the problem. Often these component factors interact upon each other. For example, experience is related to the environment and culture of the home. Auditory acuity, auditory memory and sequencing ability all affect the receptive language. The auditory expressive factor depends upon the auditory receptive language development plus the ability to reauditorize in words and to place words in the proper syntax and sequence. The visual receptive language, which is reading, is affected by the development of auditory language, the integration of the auditory and visual language, visual acuity, visual discrimination of letters and words, conceptualization, visual memory, revisualization, imagery and visual sequencing.

It is rare when one finds that a reading problem is caused by only one factor. A breakdown in one area will invariably cause problems in other areas. For this reason, each area must be assessed. The teacher must learn how the child receives sounds and what he does with them. She must know how he sees symbols and how well he integrates sounds with symbols. She must know that he perceives the letters and words in proper position and sequence. The teacher's diagnosis must go far beyond finding a word recognition and paragraph reading level on a reading test if effective learning is to occur.

In remediating reading disabilities, the instruction should be aimed toward the child's strengths and his weaknesses should be remediated. Reading is neither visual nor auditory. Only by the integration of strong auditory skills with strong visual skills will the child become a capable reader.

Many tests are available for assessing language functions. Usually only one or two have been suggested here. The various functions with a suggestion for testing follow:

AUDITORY RECEPTIVE LANGUAGE FUNCTION:

(1) Auditory Comprehension of Single Words: Peabody Picture Vocabulary Test

(2) Auditory Comprehension and Recall of Graded Materials: Read aloud to student; note level of material and percent of correct recalls; use Durrell Analysis of Reading Difficulty

(3) Auditory Memory: Digits from the I.T.P.A.

(4) Auditory Memory for Sentences: Detroit Test of Learning Ability; informal tests such as directions given orally by teacher

(5) Auditory Discrimination: Wepman; Templin

(6) Auditory Phonetic Synthesis and Analysis: Say single and multi-syllabic words slowly, sound-by-sound to see if the child can blend or synthesize it into a word, (c-a-t), (b-oar-d-ing).

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AUDITORY EXPRESSIVE LANGUAGE FUNCTION:

(1) *Child tells a story about a picture. Analyze sentence length, syntax vocabulary, sequence, etc.*
(2) *Child retells a short story. Watch articulation, rhythm, recall of main idea, details and sequence.*

VISUAL RECEPTIVE LANGUAGE FUNCTION:

(1) *Visual Discrimination, Visual Sequencing, Visual Motor: Winterhaven Test; Slingerland Screening Test; Frostig Visual Perception Test*
(2) *Visual Memory: Informal, teacher-made tests such as exposing a letter at a time for a total of five letters. Repeat with words*
(3) *Word Recognition Tests: Use individual reading test in Spache Diagnostic Scales; Dolch Basic Sight Word List*
(4) *Phonetic Skills: Durkin Phonetic Inventory*
(5) *Oral Reading: Note child's patterns of behavior, performance level, word recognition errors, oral reading fluency, comprehension.*

VISUAL EXPRESSIVE LANGUAGE FUNCTION:

(1) *Slingerland Test*
(2) *Wide Range Achievement Spelling Test*
(3) *Sample of a child's self-initiated writing. Levels in a child's development in the Visual Expressive Language Functions are:*
   (a) *Copying*
   (b) *Writing from dictation*
   (c) *Self-initiated writing stage*

Mereta Varner
Monterey Peninsula Unified School District

A MODEL: A LESSON PLAN WITH A BEHAVIORAL OBJECTIVE FOR VIEWING AND LISTENING

When one is planning a reading or language lesson, stating the purpose as a behavioral objective focuses instruction on a specific learning task and designates the level of mastery one expects from students. The following is a model of such a lesson.

A READING LESSON PLAN FOR VIEWING AND LISTENING

Behavioral Objective: Given a record filmstrip of *Goldilocks and the Three Bears*, a record player, a viewlex and a screen, pupils will view the filmstrip and listen to the record to be able to recall the story with eighty percent accuracy.

Cognitive Domain: Ask pupils to view the film and listen for all the things that tell where Goldilocks went and what she did.

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Affective Domain: Ask pupils to observe the bears' reaction after they returned home.

Psychomotor: Have pupils dramatize the story or use the flannel board to retell story.

Materials: Obtain a puppet stage, curtains, paper bag puppets, record player, record, filmstrip, viewlex, and screen.

Procedure: After listening to the record and seeing the filmstrip, the pupils discuss the story with the teacher. Write the title of the story, Goldilocks and the Three Bears on the board. Ask a child to read it.

Ask the children to answer the following questions:
Who was Goldilocks?
Where did she go?
What happened after she went into the bears' home?
What did the bears do after they came home?
Why do you think Goldilocks ran away after the bears found her?
What would you have done if you were Goldilocks?

Activities: The children may put on a puppet show based on the story. Small groups may work on preparing scenery, costumes, puppets and the script. Invite another class to see the show.

Evaluation: Pupils should be able to answer the following questions.
Pupils should be able to recall the story and talk with ease after viewing, listening, discussing and writing the script.
Pupils should be able to express their ideas and feelings.

Follow-up: Provide additional experiences with the story for those pupils who have difficulty in expressing themselves in any of the activities.

Virgie B. Jordon
Los Angeles Unified School District

A TECHNIQUE FOR DEVELOPING SENTENCE SENSE

The following technique is useful in helping children more readily understand and read sentences. There are three essential materials: A sentence chart, four large envelopes (4 1/2" x 12") and color coded word or phrase cards.

Place a sentence strip in the first pocket of a large pocket chart. The sentence strip should be divided into four columns with the following headings: "Who," "Did What," "Where" and "When". Put one of these same headings on each of the four envelopes.

LISTENING

Many educators feel that listening is the forgotten or neglected area of the language arts. Some persons think that listening is like walking. It will develop naturally; but this is not true.

By the time a child reaches school age, he has had many more opportunities to listen than to read. The fact that he has had the opportunity to listen does not mean that he has learned to listen well, however. Listening is a skill that must be taught.

Training in listening is a necessary pre-requisite skill to reading. Before a child can learn to read, he must realize that reading is printed talk. In listening, children become familiar with the structure of the language as well as the sounds of the words. To discriminate between various sounds is the foundation for analyzing words phonetically. To understand the context of what is said within the structure of the sentence is vital to comprehension.

Listening and reading are alike in many ways. For example:

1. *Intelligence is needed to listen and to read.*
2. *Background and experiences are important for both listening and reading.*

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1. *Seeing does not equate reading.*
2. *Hearing does not equate listening.*
3. *Hearing sets the stage for listening.*
4. *Seeing sets the stage for reading.*
5. *We need help to use our eyes.*
6. *We need help to use our ears.*

No one would ever equate reading with seeing yet, according to Dr. Landry of Massachusetts Westfield State College, many teachers tend to confuse listening with hearing! Most people realize it is possible to hear sounds without understanding what the sounds are or what they mean. However, when one "listens", one must understandingly follow the message the speaker is communicating. If one does not do this then he is only hearing sounds, he is not "listening."

In an article in the April, 1959 issue of *Elementary English*, it is stated that "more failures in academic and social growth can be traced to the inability to listen than to any other single aspect of the language arts. We must not take for granted that a person can listen simply because he can hear."

"How can I help my class listen?", a teacher might ask. An important first step is to evaluate your student's listening skills. For example:

1. *How well do your students recall what they hear?*
2. *How well do your students comprehend?*
3. *How often must you repeat yourself?*
4. *How well do the students follow directions?*
5. *What kinds of questions do the students ask?*

One might also wish to use a standardized test to evaluate the students' listening skills. There are few listening tests available, but in many instances general tests have a listening test section, as in the following: *STEP, Form A; Durrell Analysis of Reading Difficulty; Brown Carlson; and Cooperative Primary.* SRA Lab has a listening section. There is an SRA placement test with materials for teaching listening skills. Although it is not standardized, this test will give an indication of a student's needs.

After assessing to determine pupil needs, the teacher is ready to plan a program to teach listening skills, always keeping in mind the importance of tailoring the program to the needs of the class. Listening may be taught separately or interwoven into the regular curriculum. Since listening skills are needed in all subjects, it is easy to develop a listening objective for almost all lessons. Keys to teaching listening include:

1. *Set up a purpose with the students for listening.*
2. *Evaluate with the students so they know how effectively they are listening.*
3. *Reteach or reinforce needed skills with good follow-up activities.*
4. *Set up standards for listening excellence with the class. Avoid repeating directions. Too often teachers habitually repeat and students become accustomed to waiting for the teacher's second announcement.*

There are numerous commercial materials for taped listening lessons available for purchase. By using ingenuity teachers will find many materials

which can be readily adapted for listening lessons. A conscious effort to accomplish this goal can help insure that the time children spend in listening in school is profitable.

Clarissa Wilson
Del Paso Heights School District

LANGUAGE ACTIVITIES AND THE MEXICAN AMERICAN CHILD

All children need a myriad of opportunities to "play" with language. This is particularly crucial in helping Mexican American children achieve proficiency in the target language while retaining their first language. Since most children appear best able to internalize language effectively during early years, the primary/elementary school teacher can become the "significant other" for the Mexican American child in the area of language development.

Of primary importance is the realization by educators that language learning cannot be relegated to a particular period of the day such as a half-hour of ESL (although English as A Second Language techniques can be and should be utilized). Instead,all day, every day is language time. This is true for all children as well as for the Mexican American. Whatever the child is doing, he needs help in telling about it. "What are you doing with the ball, Enrique?" asks the teacher. "I am bouncing the ball. I am bouncing the ball in the large triangle." Then to the children around Enrique, "What is Enrique doing?" "He is bouncing the ball," comes the answer. Thus the children begin to make the new language part of their everyday lives.

The following are but a few of the many activities for small groups or individuals that can be provided throughout the school day. Teacher, paraprofessional, parent, or older child can help in these activities. Although especially recommended for the child from a foreign language home, these activities are helpful in developing language for most children.

1. *THE SURPRISE BASKET: Various items are placed in a decorated straw purse or box. These can be ordinary items found around the house or school: scissors, fork, spoon, cup, paper punch. At another time, the items could suggest a particular theme such as a stuffed bear, a bowl, a miniature chair, etc.*

   The child is encouraged to select an item and identify it. If the child cannot do this in English, he should be encouraged to identify the item in Spanish. Praising him for his contribution, the teacher provides the needed pattern which he then uses. The next sentences should begin with the name of the object: "The car is little; the car is black; the car is made of metal." Another step encourages simple transformations as children are helped to put sentences together; "The little metal car is black; the black metal car is little; the car is little and black."
2. *FISH-A-FLASH: A small fishing pole with line and magnet is used to "catch" a paper fish on which a small picture is glued. "What are you going to catch?" querries the teacher. "I am going*

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SPECIALIST TEACHERS' SUGGESTIONS

THE AUTHOR'S CORNER

The author's corner allows a student to have a choice of activities. It also frees the teacher from personally directing every step of the lesson and enables the teacher to spend more time in individualized instruction.

Designating a portion of the room for writing purposes and providing a variety of motivational materials will stimulate young authors to write as well as build independence and creativity. Provide a notebook for file folders of each child's writing. Before permitting children to use the author corner, plan lessons on its use, the children's behavior and their responsibility in connection with the corner. Teach several lessons about developing a story. Ask the children to think about the following questions before writing. Discuss them with the class.

1. *Who did what, where, when? (Character, situation, location, time)*
2. *Are you thinking about a person, a thing or an animal?*
3. *What did it do?*
4. *Where was it?*
5. *When did the story happen?*
6. *What time of the day was it?*

There are literally no end to ideas which may be incorporated into an author's corner. Select ideas from the following list. Renew student interest by changing the elements in the corner from time to time. Keep it a fresh motivating experience.

1. *Provide colored newsprint, colored pens and pencils for writing.*
2. *Provide a typewriter.*
3. *Provide ditto masters for duplicating an original story, designing note paper, etc.*
4. *Provide picture dictionaries and a variety of word lists (colors, sizes, shapes, etc.)*
5. *Have a table with colored paper for blotters. Have different shapes of paper to write on. Long strips of paper for tall tales, etc.*
6. *Put children's stories into a book in the classroom library. (Mothers will often help in making attractive book bindings.)*
7. *Write autobiographies, letters, poems, etc.*
8. *Write creative stories from one's own experiences.*
9. *Write short exercises such as:*
   a. *I like soft things like ----*
   b. *I like hard things like ----*
10. *Have a box of objects of interest for the child so that he can write about one of the objects.*
11. *Have small animals to write about.*
12. *Have a mystery guest for the class. Have the class give clues to his identity.*
13. *Read children's poems or stories and have the children write about them.*
14. *Change poems into stories or stories into poems.*
15. *Use the idea from the Harper Row books which completed sentences with pictures.*
16. *Use a story beginning and have children complete the story.*
17. *Have ditto sheets with titles for stories. Example: "My Important Numbers", etc.*

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19. Original examples for stories such as in "Making It Yours" from Harper Row: "A Dollar Bill is Like a Puppy", etc.
20. Write books such as "A friend is _____," "Baseball players are _____," etc.

Mary Lou Currier
Elk Grove Unified School District
JoAnn Raney
San Juan Unified School District
Esther Rickins
North Sacramento School District

AN ORGANIZATIONAL PATTERN OF A SUCCESSFUL MILLER-UNRUH READING PROGRAM

For efficiency in learning, children may be grouped according to their ability. To be most successful, accurate records must be kept of each child's progress. One way to do this is to maintain an individual, dated file card for each of the children in the school. Divide the first through six graders into levels (I-XVII) and move them through the levels when, in the teacher's judgment, the students have achieved 80 percent proficiency at that level. Multi-texts are recommended, such as Harper-Row, SRA Control Reader, etc. Since in a system of grouping students by levels there may be an overlap in books used, one great problem is the state ratio of apportioning textbooks. Too often there are not enough books since more than one level of students might be using the same book! If the school can develop packets of materials for each skill this will enable teachers to more effectively and more readily meet the individual student's need.

Classrooms or homerooms are self-contained. The children move from their homeroom to go to their own instructional level area on a mobile schedule. The primary (1st, 2nd, 3rd) and intermediate grades (4th, 5th, 6th) do not intermingle. However, the instructional level material is overlapping between the third and fourth grades. State testing is done according to the child's homeroom grade level, not his ability level.

Letter grades are not recommended. Report cards give the child's level, his effort and achievement. The first and third report periods are a conference, scheduled with the skill teacher. Children are not graded according to grade level since each child is on a continium of progress. Class size varies depending upon the reading needs of the children.

The largest class has 34 children. The smallest class has only 17 children because these children need much remedial help. The skills of the individual child are identified at each level. During the year, children may progress through five levels of academic achievement. Occasionally a child will not progress.

In rare instances a child may stay at the same level all year. Before he is moved to the next level the following year, he is checked by either the counselor or psychologist to ascertain the cause of his reading retardation.

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The kindergarten uses the Sesame Street, DRL and Harper-Row readiness materials to prepare for level I. Children are tested and placed at first grade competency levels at the end of kindergarten. Occasionally, a child has been placed as high as level V.

The children at level I are often immature and flit easily. They need special readiness programs. These are provided. Activity centers are set up for levels II and III.

Level X, at the end of third grade, is an individualized program of enrichment using SRA materials and library books. At the end of the primary block the children are not promoted early to move on to the next higher section of the educational system.

The Miller-Unruh teacher works with small groups of children in 1st, 2nd, and 3rd grades. Forty-five minutes daily is allowed for testing and teacher counseling. The reading specialist works both in the classroom and out of the classroom. Her work with first graders is to prevent the development of difficulties. First graders usually stay in their classroom. Teachers refer children from the second and third grades for the specialist to work with. When the state evaluation report is made, the Miller-Unruh teacher reports all children with whom she has worked for one month or longer.

Ruth E. Wilkinson
Corona Unified School District

TEAMING WITH THE CLASSROOM TEACHER AND FOLLOW-UP CONFERENCING

"You have to do whatever you have to do...". Fortunately, the flexibility of the Miller-Unruh program permits the classroom teacher and the Miller-Unruh specialist to adapt to the individual situation.

The reading specialist and the classroom teacher are members of a team that work together on common concerns. In this way, their effectiveness is multiplied far more than either the specialist or the classroom teacher could accomplish working alone. But there are as many personalities as there are teachers and each has her own unique approach to teaching and to meeting the needs of individual students. Therefore, it is important to adjust the reading program to the individual needs of the teachers as well as students. To the extent that the Miller-Unruh specialist and the classroom teacher are able to do this, to this extent will the reading program be strengthened.

The Miller-Unruh reading specialist knows it is vital for her to work as a team with the classroom teacher. How can this be done? There are several ways this can be done. For example, acting as a resource person to the teacher, demonstrating new materials, talking about or explaining the Miller-Unruh guidelines to the teachers, following-up with the classroom teacher over coffee in the lounge are all ways of communicating with the teacher and gaining her confidence. Teachers especially appreciate the testing-diagnostic-prescriptive teaching suggestions by the Miller-Unruh specialist. It may seem like a very small point but it can mean a lot to a teacher. It is vital that scheduling of children be worked out

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with teachers in advance of the actual time for children to leave the class. Consideration of classroom routine is important. The Miller-Unruh teacher should observe this as much as possible but when room teachers realize children are grouped according to the children's needs and not by classroom, the classroom teachers are usually willing to allow the children to leave.

To maintain a smoothly run reading program, the backing of an informed, cooperative principal is a must, particularly in the larger buildings. This means making sure the principal understands the program & the needs of all concerned. If possible a half hour period weekly should be arranged for all to meet after school as a follow-up of work done and for planning purposes for the week ahead. When this kind of team work happens, success is easier to come by!

Julia Diggs
North Sacramento School District
Lucille Lang
Center Joint School District
Joan Olson
Elk Grove Unified School District
Anna Marie Peterson
Folson-Cordova Unified School District
Leona Robinson
Chico Unified School District
Beth Tarkenton
Robla School District

THE MILLER-UNRUH TEACHER AS A RESOURCE PERSON

An important task of the reading specialist is acting as a resource person to the teachers. These are ways in which the reading specialist acts as a resource person:

1. *Conference with the teachers about*
   a. *reading problems*
   b. *grade placement and grouping in primary grades*
   c. *progress of pupil*

2. *Give teachers test materials which teach thinking and comprehension skills to accompany basal readers*

3. *Introduce and demonstrate new materials*

4. *Provide ideas and directions for reading games*

5. *Maintain an "ideas" table in the workroom--change materials each week--or give each teacher a folder of ideas each month*

6. *Help select materials for Learning Centers in classroom*

7. *Work with P.T.A. groups who make materials and games to be used in the classroom*

8. *Teach demonstration lessons*

9. *Report on Reading Conferences and Current Reading Publications*

10. *Act as a resource person to the principal and to parent groups*

The more skillful the Miller-Unruh specialist teacher the more often she is asked for help. It is important that this type of service remain in balance to the rest of the program. Most of all she must exercise care that children receive all the help to which they are entitled.

Evelyn Ladick
Barbara Marron
Downey School District

COORDINATING, RECRUITING, TRAINING AND USING PARAPROFESSIONALS

Paraprofessionals can provide a welcome help in the schools. Such aides may be recruited from the school neighborhood. The district representative or the school principal should be on the screening committee along with representatives from the teachers, parents and aides. Each of these groups work together in setting up standards and qualifications for the aides.

The following are important points to remember in setting up a program with aides.

1. *Teachers should initiate all instruction; the aides do reinforcement.*

2. *The aides should not do too much correcting, scoring of standardized tests, or recording results of standardized tests. This is confidential information which should be the exclusive concern of certificated personnel.*

3. *The aides should not do too much preparation of bulletin boards. Include the aide in planning for instruction. Establish with them what they can do in discipline, but they are not to take over the responsibility of making instructional decisions. Do not expect aides to make decisions for which they are hot prepared. Aides are there to help the children, but they do not have the professional expertise of teachers.*

4. *Aides may help in running off duplicated material and in setting up classroom materials.*

5. *Aides should feel that they can come to the teacher with suggestions concerning children's needs. Paraprofessionals can help in these ways:*
   a. *Help children in carrying out learning contracts.*
   b. *Implement prescriptions for individual children. An aide can build up exceptional rapport with an individual child.*
   c. *Use a notebook of prescriptions to work with a small group of children.*
   d. *Make notes regarding the progress of individuals.*

6. *Aides do not have access to confidential records and are cautioned not to discuss school business outside the school.*

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Once aides have been selected, inservice training is given for aides to orient them to the program in which they will work. Inservice workshops include instruction in:

1. *Manuscript writing*
2. *Preparing structional materials*
3. *Using various audio-visual machines*
4. *Operating duplicating and copying machines*
5. *An overview of a subject area (reading, etc.)*

Inservice workshops for aides are scheduled as often as needed. It should be remembered to give aides information in small doses. Too much information at a time tends to overwhelm and confuse the aide. Aides understand their tasks better when given systematic, carefully prepared instruction and information. A handbook prepared by the district to acquaint aides with terms,such as phonics, digraphs, used in teaching is especially helpful. Teacher demonstrations of instructional practices (giving a flash card drill) should be included in training aides for work in the school.

Teachers also need inservice training in the most effective use of instructional aides. The teacher's role should be: diagnose, prescribe, evaluate. The aide should implement instruction under the teacher's direction.

Ann Williams
Stockton Unified School District

A STUDENT TUTORIAL PROGRAM

The Student Tutorial Program was organized with the hope that it would provide students with extra practice in reading skills and would stimulate the desire to read on the part of second and third graders. Since more children with reading problems are boys, all boys were chosen for tutorial help. Seven second grade boys were paired with seven fifth and sixth grade boys. The upper graders came daily except Friday during the last thirty minutes of their noon hour. The second graders were released from their classrooms to meet the older students on the stage of the auditorium.

With but a few simple guidelines, the seven pairs of students began to work together. The older students were encouraged to use their own ideas to help their young students learn, and most important, to make it a happy experience. A book was assigned for oral reading and other materials were made available, such as, teacher-made and commercial games, tape recorders, film strips, the Language Master and flash cards. Once started the older students needed little urging to develop their own techniques for making reading fun. They wrote and produced plays; they ran contests; they invented games; they made charts; they praised; they encouraged, and they empathized. They were great.

Another teacher chose the poorest readers from the fifth and sixth grade classrooms for her tutors. Before having them tutor, she tested them for reading level since the tutors should read a year or two above the reading level of the students they tutor. She found that this program benefited

the tutors as well as those tutored. In fact, some of the tutors progressed several grade levels in reading ability during the time they were tutors.

In both cases, the tutor's attitude toward reading improved. Some tutors showed improvement in their general school behavior. The attitude and self-concept of the children being tutored improved markedly. The following guidelines were given to the student tutors.

GUIDELINES FOR STUDENT TUTORS

A. *Purpose:*
   1. *To help the second and third graders realize that reading is fun. (Enthusiasm is contagious and sharing the pleasure of reading will help the children enjoy reading.)*
   2. *To encourage children who may be a little discouraged.*
   3. *To give practice in reading skills.*

B. *Organization:*
   1. *Upper grade students will work on a one-to-one basis for 30 minutes daily except Friday.*
   2. *Discipline will be taken care of by the teacher. The second and third graders are anxious to please so there will be few problems.*
   3. *No homework assignments can be given.*
   4. *Rewards, such as stars, may be given but should be discussed with the teacher beforehand.*

C. *Activities:*
   1. *Read orally in a book every day. The book is to be selected by the teacher.*
   2. *Play games to strengthen reading skills.*
   3. *Watch a film or film strip and discuss it.*
   4. *Go to the library to choose a book.*
   5. *Give plays*

Nancy Allen
Glendora Unified School District
Martha Jane Gebers
Los Angeles Unified School District

A HOME-SCHOOL READING PROGRAM

A home-school reading program has been developed. This program is successful with reluctant readers* at the second and third grade level. These children often have a poor sight vocabulary and little interest in reading. Almost without exception they have a poor self-image. Specific remediation is given to overcome these deficits.

The program consists of the following components:

1. *The Durr List (listed at the end of this article) of high frequency words are taught and/or drilled. These words are presented to the children in the order of frequency of use. Words on the Dolch List that are not on the Durr List are also taught.*

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2. Individual Word Study Cards published by Scott Foresman and Company are used for teaching the words on the Durr List.

3. Commercial book recordings and teacher-made tapes of material that interests and appeals to the learner have been prepared. A listening post is set up in the classroom and children are instructed in its use. Using the books which accompany the records and/or tapes, the children follow along in the book as they listen to the tape or records. After several listening sessions, the children are invited to read to their teacher, an aide or to one another. This is a pleasurable experience and provides an opportunity for practicing reading aloud.

4. When the children are able to read these books successfully, the children's parents are contacted. The program is explained. At the request of the school, parents encourage their children to bring the books home to read to them.

5. A record is kept of the number of books each child reads. A class chart is prepared for recording books read. By participating in each of these steps daily, the children find greater success in reading.

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* Reluctant readers refer to those second and third grade children reading at the preprimer and primer level.

THE DURR LIST OF THE ONE HUNDRED EIGHTY-EIGHT WORDS, LISTED BY ORDER OF FREQUENCY OF USE, TAKEN FROM POPULAR JUVENILE TRADE BOOKS**

the	all	saw	ask	where	walk	school	open
to	look	not	day	every	water	still	has
and	is	were	very	don	two	much	hard
he	her	get	boy	way	or	keep	enough
a	there	them	an	away	head	children	wait
I	come	like	over	man	door	give	Mrs.
you	out	just	your	old	before	work	morning
it	as	this	time	by	more	king	find
of	he'	my	from	their	eat	first	only
in	have	would	good	here	oh	even	us
was	go	me	any	saw	again	cry	three
said	we	will	about	call	play	try	our
his	one	big	Mr.	turn	who	new	found
that	then	mother	father	after	been	must	why
she	little	went	around	well	may	grand	girl
for	down	are	want	think	stop	start	place
on	to	come	don't	ran	off	soon	under
they	can	back	how	let	never	made	while
but	could	if	know	help	eye	run	told
had	when	now	right	side	took	hand	than
at	did	other	put	house	people	began	
him	what	long	too	home	say	gave	
with	think	no	got	thought	tree	friend	
up	see	came	take	make	tell	next	

** Compiled by William F. Durr. Michigan State University, East Lansing, Michigan

Helen Danny
Long Beach Unified School District

SPECIALIST TEACHERS' SUGGESTIONS

PROJECTS FOR PARENTS TO USE IN HELPING CHILDREN DEVELOP READINESS FOR SCHOOL LEARNING

Parents can do much to help in educating their children. If the school and the home work together in helping children, the potential for success can be greatly increased. By becoming involved in helping their children, parents can do much to motivate children to become successful learners. The following tasks and projects are suggested:

1. *Plan a trip to a pet shop, the zoo, the firehouse, to the store. Talk together about what you both saw.*

2. *Talk about the color of things. Ask your child to name the colors of things you see on a walk, while looking at magazines or books, etc.*

3. *Read a story to your child. Let him sit beside you so he can see too. Talk about it together.*

4. *Let your child plant a few seeds. Have him care for, observe, and talk about this. Learn related words such as soil, sprout, bud, etc.*

5. *Do art projects with your child. Cut and paste, color or paint.*

6. *Help your child make little three or four page books: alphabet books, books of shapes or books of his dictated stories.*

7. *Make collections of rocks, seeds or leaves; and teach him related words to use in discussing his collection such as size, shape or texture.*

8. *Help him learn:*
   Likenesses and differences (sort silverware, pair socks)
   Comparative words (more, less; big, bigger, biggest)
   Number values and how to read and write numbers
   Personal information (phone number, birthday)
   How to cut with scissors
   About textures (soft, scratchy)
   Rhymes and tongue twisters
   The value of money and how to handle it

9. *Keep a calendar; help your child write the date for each day in the proper place.*

10. *Make puppets of paper bags or by pasting a picture on a stick.*

11. *Teach your child to recognize street and safety signs. Watch for them on walks or trips.*

12. *Play a game of "What's Missing". Place three or four objects on the table. Take turns hiding eyes while one of you removes an object and the other guesses what is missing.*

13. *Teach your child "right" and "left" by referring to these directions often.*

14. *Spend as much time as possible talking together. Give your child time to think and talk about such things as TV programs, community helpers, the family, etc.*

15. *Go to the library together; check out books to read.*

16. *Encourage your child to watch Sesame Street and other programs on TV. Talk about the programs.*

17. *Ask your child to tell a story. Write down his story. Read back his story to him.*

18. *Play word games and listening games together.*

Janis Cristofani
Joan Bramier
Marguerite Funk
Grace Leion
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San Francisco Unified School District

COMMUNITY INVOLVEMENT IN THE MILLER-UNRUH PROGRAM

Parent involvement may be bolstered by a friendly press. Newspapers, radio and T.V. coverage on the reading program can inform and stimulate parent interest. Hold evening meetings with parents featuring demonstrations of Miller-Unruh reading programs. Involve members of the school board and other groups in conferences and demonstrations. Establish as many avenues for communication as possible.

Parent conferences are important for parent involvement. In working with the parents of a child in the Miller-Unruh program three conferences are held. First, an individual parent conference is held when a child enters the reading program. The teacher keeps a record of each parent conference. Later group conferences orient the parents to the real purpose of the Miller-Unruh Program. The idea that the program is for low achievers who need compensatory help is enlightening to most parents. When the child leaves the program a parent conference is held.

In having group conferences at which there are bilingual parents, it is helpful to have wireless head sets and an interpreter who can immediately translate into the other language. Everyone should have a set; then the speaker's words, whether English or another language, can be translated. Do not have a bilingual meeting without an interpreter. The English speakers, as well as the other language speakers, are prone to have a side conversation when either speaker is talking. An interpreter is necessary for good communication to take place.

What about the parent who wants to help at home? How can he be involved? The child should have a different kind of work at home than he has at school. Encourage parents to read to the child at home. If the family is Spanish then read in Spanish. It is especially helpful to get the father to read to the child. Encourage parents to talk with the child about the experiences the family has at home, on excursions, etc.

SPECIALIST TEACHERS' SUGGESTIONS

Parent involvement is one of the strengths of the Miller-Unruh Program. Parents must know and understand the importance of the program. If the parent cannot come to school, the specialist teachers should make home calls. Often children whose parents do not participate in the school program do not progress as well or as fast as those children whose parents do participate.

Develop a volunteer or paid aide program. It is better if paid aides do different work from volunteers. For example, the paid aides might do clerical duties while volunteers work in the classes. The volunteer program depends on the strength of the principal and his recruiting abilities.

There are many possibilities for aides. There are college student aides, high school aides, or high school Educable Mentally Retarded student aides. Cross-age student aides are recommended. Parents support this program when they learn the benefits that accrue to the upper grade tutors as well as to the young students being helped. The Parents' Advisory Groups have parents make games for the children to take home and play with. Parents are trained to supervise the games. Parents babysit for volunteer aides who help in the program. Even children can make "bus" games to be used on the bus going to and from school.

Aide training is often more a matter of training the teacher to use the aide, than training the aide. Mutual respect and a professional attitude are important for all involved. When parents are used as aides, each parent is assigned to certain groups for which he is responsible. Assign a substitute aide who will come when the regular aide cannot come. As a parent becomes involved and accepts this kind of responsibility, the school has a real helper.

If parent's contributions are accepted and considered valuable, parents will become involved. The school needs to involve parents in many school activities. Parent involvement is the key to individualization of instruction, better community support and better communication and understanding between the home and the school.

David Lakin
Corona Unified School District

THE PUPIL-PROFILE RECORD CARD

In accordance with the requirement stated in the California Administrative Code, Title V, Education, that a record be kept for children enrolled in Miller-Unruh reading programs, school districts with programs have been experimenting for some time to discover a record card that will be both effective and efficient for keeping a continuing pupil record. During the 1969-70 school year a committee worked on drawing together the promising features that had grown out of these experiments and designed a pupil profile reading card that was tested in the Miller-Unruh reading programs of eight districts during 1970-71.

The Card was also presented at sections of several of the Miller-Unruh Reading Workshops in the 1970-71 series. Teachers and administrators in the sections discussed the purposes and general content and made many helpful suggestions. These suggestions together with reports of teacher experience with the Card were the basis for revision of the pilot Card.

SPECIALIST TEACHERS' SUGGESTIONS

It is planned that the revised Card will be available to all districts with Miller-Unruh programs for the year 1971-72. The information on the Card will provide the source for year-end reporting by specialists and districts.

The profile Card has been designed specifically to assist in providing a continuous reading program of instruction and evaluation for children who receive direct instruction (individually or in small groups) in Miller-Unruh programs. It is anticipated that the Card can be used as a resource by specialist teachers and classroom teachers in planning instruction for such children. It can also be used by consultants and district administrators in planning curriculum. In addition, the Card will provide information for district and state reports concerning Miller-Unruh reading programs.

The committee that prepared the Card worked closely with teachers in determining what information would be most useful for instruction purposes and with personnel from the State Department of Education in determining what information would be most useful as a supplement to state testing reports. The professional personnel on the committee represented an excellent cross section of skills and interests. Various types and sizes of administrative units were also represented.

Ruth Overfield
State Department of Education

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